**Missoula County Public Schools**

**Title I Standing Committee**

Monday, November 5, 2012

6:00 to 7:30 PM

Administration Building, Room 14

**Attendees:** Tara Barba, Brian Bessette, Heather Davis Schmidt, Lori Grant, Terry Jarvis, Sindie Kennedy, Kelly Kopitzke, Wendy Melvin, Erica Ramsey, Julie Robitaille, Joy Seymour.

**Guiding Question:**

How do we assure the MCPS Title I program best meets the needs of students and families?

**Long term target:**

Develop a shared and deep understanding of Title I programming as related to the Title I and district goals, and the *MCPS 21st Century Model of Education*.

* Build background knowledge in the Title I programming related to:
  + Schoolwide Title I programming
  + Targeted Title I programming
  + Parent/Teacher Home Visit Project
  + Title I Summer School
  + Professional development
  + Technology integration
  + Supplemental Educational Services (SES)
* Revise Title I goals to align with the district goals and the *MCPS 21st Century Model of Education*
  + Review building plans to assure they are in alignment with Title I and district goals and the [21st Century Model of Education](http://www.mcps.k12.mt.us/portal/Home/21stCenturySchoolsInitiative/21stcenturyplan/tabid/3353/Default.aspx).
* Develop the 2013-14 budget
  + Consider other strategies that could best utilize funding while accelerating programming.

**Short term targets:**

* Get to know each other (Personal Stories Protocol)
* Develop collective commitments for collaborative work (Affinity Protocol)
* Define Standing Committee purpose
* Review Title I goals
* Review Title I budget

**AGENDA**

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| **6:00-6:10** | Welcome, dinner and review agenda |
| **6:10-6:25** | Get to know each other (Personal Stories Protocol) – participants worked in pairs and shared their personal stories to include their name, role, number of siblings, home town and favorite school memory. Partners then shared what they heard with the larger group. |
| **6:25-6:45** | Develop collective commitments for collaborative work (Affinity Protocol) – each participant wrote three ground rules that are important to them. See the below list. |
| **6:45-6:50** | Define Standing Committee Purpose – Heather explained the purpose of the Title I Standing Committee is to create a leadership team in the district that makes decisions pertaining to Title I as it related to budget, planning and program delivery. The committee has representation from elementary, middle and high schools to include parents, FRC coordinators, principals and teachers. Additionally, the district Title I department has representation to include Heather and Sindie Kennedy. The intentions are to assure that there is a broader representation from across the district so more perspectives are considered when making decisions. |
| **6:50-7:00** | Review Title I Schoolwide vs. Targeted Programs - Heather explained there are four elementary schools, one middle school and one high school that are designated as school-wide Title I programs. For a school to be eligible for schoolwide status, at least 40 percent of its students must be eligible for Free & Reduced Lunch or eligible schools can be identified based on the district average of Free & Reduced Lunch. In our district, schools are designated as school-wide if they exceed the district average Free & Reduced Lunch percentage. This adjustment was made last year since so many schools meet the 40% requirement. By designating schoolwide status based on an average, funding can be directed to those schools with the greatest need (otherwise, funding to buildings becomes diluted and is far less effectual). Schoolwide programs can consolidate all of their funding to upgrade the entire educational program. This means that any student in the school can receive Title I services if there is academic need in reading and math. Whereas, targeted assistance programs are just that, targeted. These schools are designated based on their Free & Reduced Lunch numbers; however students with greatest academic need are targeted to receive additional academic support, specifically in the areas of math and reading. Two high schools (Big Sky and Hellgate) receive targeted assistance funding. This funding supports a teacher and a Family Resource Center (FRC) Coordinator. Funding is also used for programming, technology, materials and supplies to support targeted Title I students.  School-based and district-wide programming – The district Title I department also has a budget to include Title I and Title I sub-grant funding (e.g., McKinney-Vento Homeless Education and Neglected & Delinquent programs). These funds support the salaries of the secretary, federal projects coordinator, instructional coaches and the N&D counselor in addition to professional development, technology, materials and supplies. The district budget also includes the required set-asides to include professional development (e.g., conference registration and travel for Title I building staff), parent involvement, and school choice and supplemental educational services (SES) (school choice and SES are utilized by Title I buildings that don’t meet adequate yearly progress (AYP) for two consecutive years). School choice allows for students to transfer from a “failing” school to another school within the district. The district must pay for the cost of transportation. The district is required to offer supplemental educational services to low-achieving students attending a failing school. These services are typically tutoring services that are provided by a state-approved provider. A school is identified as not meeting AYP, thus failing if a certain percentage of students are not proficient or higher on standardized tests. The No Child Left Behind legislation requires that every student in every school must be proficient by the 2013-14 school year. Most of the school choice and SES set-aside funds are not used each year and thus are carried over and re-allocated. In addition to required set-asides, this year the federal government required the set-aside of sequestration funds. In efforts to reduce the deficit, congress sequestered 9% of funds from every federal program across the board. This amount was reduced to 8.3% and will not be taken until June 2013; however, there is a possibility sequestration will not occur. This depends on the outcome of the federal budget negotiations. At this time, the Title I budget reflects 9% sequestration with the district budget taking 50% of that amount and the Title I buildings sharing the remaining 50%.  Buildings receive funds based on poverty rates and per-pupil amounts (i.e., enrollment). A formula is used to determine how much money goes to each Title I building. The individual building budgets support salaries, programming, and materials and supplies specific to academic needs related to reading and math. The district Title I office reviews all spending requests from buildings and determines if the request meets Title I guidelines. One of the biggest challenges with spending Title I money is to assure we are not supplanting. Basically, we have to make sure we are not paying for something with Title I money that should be paid for with other funding sources or that is being partially paid for with general district funds. |
| **7:00-7:10** | Review Title I Goals and define protocol for revising goals   * Review SMART Goals protocol – SMART stands for Specific, Measurable, Attainable, Relevant and Time-bound. The District Title I Department goals were developed based on SMART Goals protocol. * Review district goals and how Title I goals are connected - Sindie reviewed the district Title I goals and how each one is connected to district and Graduation Matters goals. Heather explained part of the role of the Standing Committee will be to develop SMART goals for next year. (See District Title I goals document in the Wiki.) |
| **7:10-7:25** | Review Title I Budget – Sindie reviewed the District Title I budget. Heather explained each category based on federal requirements for set-asides and sequestration. (See explanations above.) Since this meeting, the budget has been revised to include carryover funds received in December. This budget will be available on the Wiki soon. |
| **7:25-7:30** | Closing and next steps  ***TO REVIEW FOR NEXT MEETING:*** [*SMART Goals Protocol*](http://www.oma.ku.edu/soar/smartgoals.pdf), [Parent/Teacher Home Visit Project](http://www.pthvp.org/index.php/home.html) – Sindie pointed out that the packet of materials included information about the Parent/Teacher Home Visit Project. This is a project that the Title I office is looking into piloting next year. The basic model requires that every family with a student transitioning from preschool to kindergarten, from 5th to 6th grade and from 8th to 9th grade receives a home visit from two school staff members. The parents/guardians are asked to share their hopes and dreams for their students. Preliminary data suggests this model is highly effective in promoting parent involvement and has been identified as promising practice.  [Exit Ticket (Head, Heart, Hand Protocol)](https://www.dropbox.com/s/n9fi7xruq4d2pl7/Nov%205%20Title%20I%20Standing%20Committee%20ExitTicket_HeadHeartHandProtocol.doc) – see below table.  Next meeting date: Monday, January 14, 2013 |

**Collective Agreements for Collaborative Work (Affinity Protocol):**

* Respect different viewpoints (2)
  + Ask for input from a variety of staff and community members
  + Listen to each other’s perspectives
  + Be open to other’s ideas
  + Listen with an open mind (2)
  + Participate with an open mind
* Keep the children in mind during all decision making
  + Focus our work on student learning
  + Make decisions that are beneficial to the students we represent
* Start and end on time (2)
* Stick to the agenda
  + Collaborate to get through agenda
  + Stay focused on task at hand
* Strengthen what we are doing well; make changes where needed
  + Offer solutions
* Remain positive
  + Laugh
* Provide communication channels
* Do not interrupt
* Accomplish something meaningful
* Be brief (do not grand stand)
* Attend all meetings
* Come to meetings prepared
* Participate and ask for clarification when needed
* Follow-thru on tasks we commit to
* Keep a district perspective rather than own school needs

**Exit Ticket**

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| **Head:** One thing I will continue to think about as we explore Title I goals . . . | **Heart:** One thing I am feeling right now . . . | **Hand:** One thing I will do as a result of our work and conversation . . . |
| How could the goals be broadened to include the work of the Standing Committee? | We need to have more fun at these meetings ☺ | Read more about the Parent/Teacher Home Visit Project. |
| Wondering about more government grants. | That our kids deserve more and I would like to see a coordinated effort between schools for the programs. | The conversation tonight really piqued my interest in the rest of the district budgets and I would like to explore that further. |
| How essential these funds are for our schools with high at-risk populations. | That “the district” has done a nice job prioritizing Title I funds. | Continue to advocate for my school and district – especially the importance of Title I funding/support. |
| How to best assist in reaching these goals. | What an opportunity I have to be a part of this committee. | Continue to advocate for Title students. |
| How we can best support and meet these goals this year. | Thankful that CS Porter teacher is alright and alive! | Review Title I goals with instructional coaches – it is good for us to be constantly reminded of these as a focus for our work this year. |
| I will think about how to incorporate Common Core with intervention programs. | I feel frustrated that we can’t have enough staff (money) to serve all students who need Title I services. | I will work on incorporating Common Core into Title I intervention programs. |
| How I can help my school meet these goals. | Not sure how I can be a productive member of this team. I’m sure that will change as we work together. | I will check in with Sindie in regards to our FIT families and services they should be receiving. |
| 8th – 9th transitional events connected to the PTHVP. | The government doesn’t make the budget easy to plan. | Think of priorities and ask parents and community members about their priorities. |
| Explore the Home Visits – research that for the potential of success. | Slightly overwhelmed, but seem to understand how the money is allocated each year (understand a little). The more information, the better. | Share with others if they have questions. |
| Planning 1, 3, 5 years out with variable federal funding. | We need to truly access our Title I programs for effectiveness to plan for next year. Begin planning summer bridge program for 2013. | Re-contact Tammy at SuccessMaker to demo middle school software for reading/math. |
| What are our biggest priorities in terms of student learning? How do we best increase student learning in the classroom. | Glad to have a group of individuals to share in decision making and prioritization. | Develop a draft framework for prioritization process. |